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ABSTRACT

This book reports on a study of how four Michigan elementary school teachers managed a range of reforms such as new tests, textbooks, and curriculum frameworks in three different school subjects (reading, writing, and mathematics). Two significant findings emerged from the comparison of their responses: (1) teachers' responses vary across classrooms, even when they teach in the same school building; and (2) responses vary across reforms; i.e., a teacher might embrace reforms in one subject area but ignore proposed changes in another. This study of teachers' responses to reading, writing, and mathematics reform and the prospects for systemic reform is part of a growing trend to study the intersection of curriculum policy and teachers' classroom practice. It is unique in the way that it looks at teachers' responses to multiple subject matter reforms, uses those responses as part of an analysis of the recent move toward systemic reform, and employs empirical findings as a means of examining the current movement toward systemic reform. (Contains 83 references.) (ASK)

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